The School of Education is recognised as one of the very best in the UK for research and teaching excellence.

The School of Education is a vibrant and innovative school where academic research underlies and ignites our postgraduate teaching. We offer a wide selection of high-quality postgraduate programmes which are informed by cutting-edge research which is relevant to professional contexts in the UK and beyond.

Research is central to our mission and we believe that every student benefits from being part of a research-led culture, taught or supervised by experts. We undertake research in key areas of educational policy and practice, and place particular emphasis on the relevance of our work to educational practitioners and policy makers.

All our programmes are developed to enhance the employability of our students.

We host a large international group of students every year, and collaborate with research and teaching partners across the world. Our priority is to stay up-to-date with current understandings of education. We are in constant contact with classrooms all over the world, with strong teaching and research links on every continent.

The University has outstanding facilities available for the support of study at all levels. Postgraduate students will benefit from the additional support offered by the Faculty Graduate School. Our dedicated training hub provides access to training and development opportunities for Arts, Humanities and Social Science PhD students. The ESRC White Rose Doctoral Training Centre combines training expertise from three universities to offer new opportunities for skills development and flexibility in postgraduate study.

We look forward to welcoming you to the School of Education.
OUR RESEARCH

Research is central to the mission of the School of Education. We undertake research in key areas of educational policy and practice, and place particular emphasis on the relevance of our work to practitioners and policy makers.

Our research is organised around the following Academic Teams: Childhood and Inclusive Education; Language Education; Learning, Leadership and Policy; and Science and Mathematics.

CHILDHOOD AND INCLUSIVE EDUCATION

The core activities of this team are associated with multidisciplinary approaches to childhood, inclusive education, deaf education, developmental disorders and special educational needs.

The team’s research links policy and practice with a strong emphasis on stakeholder involvement. The research, which is undertaken within the UK and beyond, enjoys an international reputation.

Research topics include:
- the everyday life of children in families, schools and communities
- children with movement difficulties
- early intervention and family support
- children’s agency and participation
- the deployment of teaching assistants
- deafness, language and learning
- childhood, inclusion and empowerment
- the arts, communication and well-being in children’s lives
- reading and language disorders
- Autism Spectrum Disorder and Down Syndrome
- mobility, space and time.

LEARNING, LEADERSHIP AND POLICY

The Learning, Leadership and Policy team research learning, teaching and the leadership and management of schools and further and higher education institutions both in the UK and internationally.

This research covers educational policy, curriculum, leadership, teacher professionalism, the learning lives of young people and those who teach both inside and outside formal educational institutions. It is underpinned by social justice concerns.

The Learning, Leadership and Policy team have strong research partnerships with colleagues worldwide and take a leading role in a wide range of national and international networks and groups. The work of this team falls within three related areas:
- professional learning
- leadership and management
- policy and curriculum.

LANGUAGE EDUCATION

The Language Education team at the School of Education are involved in a range of research, knowledge transfer, and consultancy work in the UK and internationally covering the following areas in relation to TESOL, EAL, EFL, ESOL and Modern Foreign Languages:
- academic literacies
- metaphor
- corpus linguistics
- classroom-based language learning and discourse
- motivation
- language in primary education
- teaching English to young learners
- English as an additional language
- adult ESOL
- language teacher education and development
- teacher cognition
- language and development
- educational change management
- language learning and ICT
- language teacher research.

The Language Education team offer a regular programme of academic seminars throughout the year in which members of the team, and invited speakers, talk about their research. Members of the team are also regularly invited to speak at national and international language education conferences.

CENTRE FOR STUDIES IN SCIENCE AND MATHEMATICS EDUCATION

The Centre for Studies in Science and Mathematics Education (CSSME) is a leading international centre for the promotion of research, teaching and scholarship in science and mathematics education.

Raising the attainment and engagement of all students is a major focus of education policy within science and mathematics education in the UK and worldwide.

Research within CSSME at Leeds addresses this key issue through a focus on classroom-based learning and teaching and the evidence-informed design and evaluation of learning and teaching sequences.

Researchers within CSSME also have an international reputation for research that examines the interface of policy and practice using both quantitative and qualitative methods.
POSTGRADUATE RESEARCH DEGREES

As a research student in the School of Education, you will be involved in an academic culture that provides expert supervision and research training in a wide range of subjects. We welcome research proposals from anyone wishing to pursue a particular area of interest within the broader field of education.

At the School of Education we offer research students:
- high-quality supervision
- a vibrant academic environment
- an international research community
- excellent libraries and facilities
- exceptional pastoral support
- opportunities to teach as a junior academic
- an annual research students’ conference.

We offer four research degree routes in Education:
- Doctor of Philosophy (PhD); Doctor of Philosophy (PhD) – Split-Site; Doctor of Education (EdD); and Master of Philosophy in Education (MPhil).

DOCTOR OF PHILOSOPHY (PhD)

DURATION
Full-time: normally three years.
Part-time (UK/EU only): normally five years.

A PhD will allow you to become an expert in a specialist area, and gain high-quality research training that will equip you to undertake other educational research projects.

As a PhD student, you will carry out original research work under the guidance of one or more supervisors. An initial priority is refining your research plan and establishing a feasible timescale for the project. During the early part of the PhD programme, you will take various research methods modules to support your research activities.

We award the degree of Doctor of Philosophy (PhD) on the basis of a thesis in which you present the rationale, methods and findings from your original study.

For more information about PhD, visit www.education.leeds.ac.uk/postgraduates/research-postgraduates/phd

DOCTOR OF PHILOSOPHY (PhD) – SPLIT-SITE

DURATION
Part-time (international only): normally five to seven years.
The Split-Site PhD allows international students to study for a PhD part-time.
The PhD regulations are the same as for the standard PhD but the fees, attendance and manner of supervision varies.

You can find more details and an application form for the Split-Site PhD at Research Student Administration.

Model C is the relevant model for the School of Education.

For more information about Split-Site PhD, visit www.education.leeds.ac.uk/postgraduates/research-postgraduates/phd

MASTER OF PHILOSOPHY IN EDUCATION (MPhil)

DURATION
Full-time: normally two years.
Part-time: (UK/EU only): normally four years.
The MPhil gives you the opportunity to pursue a combined programme of taught modules and research, so you can gain valuable knowledge in education while investigating your own research interests. In the early stages of the MPhil programme, you attend research methods modules to support your research activities. An initial priority is refining your research plan and establishing a feasible timescale for your project.

We award the degree of Master of Philosophy on the basis of a thesis where you present the rationale, methods and findings from your original study.

For more information about the MPhil, visit www.education.leeds.ac.uk/postgraduates/research-postgraduates/mphil

DOCTOR OF EDUCATION (EdD)

DURATION
Full-time: normally three years.
Part-time (UK/EU only): normally five years.

A Doctorate of Education (EdD) provides you with the opportunity to reflect on educational issues through structured teaching, study informed by the most up-to-date research and inspection findings, and the ability to engage in original research under the guidance of two supervisors.

The EdD programme combines modular study with research, and comprises three components:
- taught modules that are assessed through written assignments
- thesis preparation and an upgrade viva
- a 55,000 word thesis based on your own research.

The EdD will give you an advanced understanding of a range of educational issues, along with the skills and knowledge required to conduct and evaluate independent research.

The programme forms part of our Continuing Professional Development provision.

For more information about the EdD, visit www.education.leeds.ac.uk/postgraduates/research-postgraduates/edd
CHILDHOOD STUDIES MA

DURATION
One year full-time or two years part-time

ENTRY REQUIREMENTS
Normally a 2.1 honours degree or equivalent. Other qualifications will be considered on an individual basis.
IELTS 6.5 with at least 6.0 in all components.

COURSE
This programme will bring together multi-disciplinary perspectives including: psychology, sociology, anthropology, media studies, inclusive education and the study of childhood and youth.

The programme will focus on four main domains:
- the theoretical and conceptual frameworks that different disciplines bring to studying children and young people
- the methodological and ethical issues that arise when conducting research with children and youth
- areas of professional practice related to education and other services for children and young people locally and internationally
- key topics of contemporary interest in relation to childhood and youth internationally.

Students will have the opportunity to study some of these topics in further detail through optional modules. For example, one of the optional modules examines international perspectives of social justice in relation to socio-economic inequality, class transformations and poverty, and its implications for children and young people.

DEAF EDUCATION BY DISTANCE LEARNING
(TEACHER OF THE DEAF QUALIFICATION) MA

DURATION
Two years part-time

COURSE
This programme provides flexible opportunities for professional development in deaf education, leading to the mandatory Teacher of the Deaf Qualification.

The programme addresses the fundamental issues of language development, communication, achievement and good practice and provides teachers with the specialist knowledge and skills they need to work across a range of settings in deaf education.

The programme is delivered through a combination of online materials, face-to-face day schools and short residential and regional tutorials.

Participants will undertake four core modules and a Critical Study for the MA in Deaf Education and complete the Professional Skills Portfolio in addition to the MA in Deaf Education with the Teacher of the Deaf award.

- Educational audiology
- Learning and teaching in deaf education
- Context of deaf education
- Deafness and development
- Professional skills portfolio (for the Teacher of the Deaf Award).
EDUCATION MA

DURATION
One year full-time or two years part-time

ENTRY REQUIREMENTS
Applicants will normally be expected to have a first degree and at least two years’ experience in the field of education. Other applicants with appropriate experience will be considered on an individual basis.

IETLS 6.5 with at least 6.0 in all components.

COURSE

The MA in Education is a flexible programme for primary or secondary school teachers that wish to develop the educational understanding, analytical skills and leadership qualities necessary to improve pupil development and achievement in schools. The programme is also appropriate for international students that would like to broaden their knowledge and understanding of different aspects of educational theory and practice.

EDUCATIONAL RESEARCH METHODS MSc

DURATION
One year full-time or two years part-time

ENTRY REQUIREMENTS
Applicants will normally be expected to have a 2:1 honours degree in the social sciences. A degree in other disciplines may also be considered, accompanied by professional qualifications or experience in an education related field.

IETLS 6.5 with at least 6.0 in all components.

COURSE

MSc Educational Research Methods is for education professionals who wish to develop a critical understanding of the issues, principles and methods of research in education. The programme explores the methodological and theoretical issues in educational and social science research. It will provide you with the knowledge, understanding, skills and confidence to design, conduct, analyse and interpret research in education.

By the end of the programme, you will have developed a critical understanding of the methodological and theoretical issues in educational and social science research, and will provide students with the knowledge, understanding, skills and confidence to design, conduct, analyse and interpret research in education.

The modules studied are:
- Educational research methods dissertation study
- Educational research methods directed study
- Introduction to quantitative data analysis

ENGLISH AS AN ADDITIONAL LANGUAGE AND EDUCATION MA

DURATION
Two or three years part-time for MA, with possibilities to pursue the certificate or diploma.

ENTRY REQUIREMENTS
At the point of registration, applicants should have completed a PGCE programme or have equivalent qualifications or professional experience, and have a relevant post in any primary or secondary school or a post in a related field.

Applications will be considered on a case-by-case basis with regards to prior certificated or experiential learning.

IETLS 7.0 with at least 6.0 in all components.

COURSE

This innovative programme will build on your professional knowledge to develop understanding of the role of language in learning across the curriculum, specifically in working with pupils who speak other languages besides English (EAL learners). The programme is designed for primary and secondary professionals, who have at least two years relevant experience working in schools or other educational settings.

You will use your professional experience to analyse the knowledge needed to be an effective teacher in multilingual contexts, and investigate key theoretical issues which underlie good practice. This will enable you to understand and meet the full range of learning needs of multilingual learners, and will develop your expertise as a prospective leader in the field of EAL.

Core modules include:
- EAL, Language diversity and inclusion – research and theory.
- EAL, Language diversity and inclusion – developing policy and pedagogy.
- EAL, Language diversity and inclusion – classroom-based enquiry and critical study.

There are opportunities to complete this programme at Certificate and Diploma level, depending on your prior qualifications and experience. These will be discussed with the programme leader at the point of application.
INTERNATIONAL EDUCATIONAL MANAGEMENT MA

DURATION
One year full-time or two years part-time.

ENTRY REQUIREMENTS
Applicants will normally be expected to have a first degree and at least two years’ experience in the field of education.

IELTS 6.5 with at least 6.0 in all components.

COURSE
MA International Education addresses issues central to the management and leadership of both schools and higher education institutions. This specialist programme is suitable for: experienced teachers, governors, ministry officials, students of management and leadership of both schools and higher education institutions.

ENTRY REQUIREMENTS
Applicants will normally be expected to have appropriate experience and at least two years’ experience in the field of education. Other applicants with appropriate experience will be considered on an individual basis.

IELTS 6.5 with at least 6.0 in all components.

MATHEMATICS EDUCATION MA

DURATION
One year full-time or two years part-time.

ENTRY REQUIREMENTS
Applicants will normally be expected to have a first degree and at least two years’ experience in the field of education. Other applicants with appropriate experience will be considered on an individual basis.

IELTS 6.5 with at least 6.0 in all components.

COURSE
This specialist MA addresses primary, secondary and higher level mathematics education, and covers learning and teaching, as well as curriculum, assessment and research issues. You will gain an in-depth understanding of the processes of learning and teaching mathematics, and the role of the teacher in optimising learning outcomes. You will consider the concept of mathematical achievement and explore the wider meaning of mathematical ability in terms of doing and applying mathematics, development, or officials from international contexts with current or prospective, management responsibilities in schools, who wish to deepen their understanding of education management and leadership.

The core module for this programme is:

- Critical Study.

You are also required to study three or four modules form the list below:
- International educational management: developing leadership
- International educational management: developing people for institutional improvement
- International educational management: effective development of policies and plans for change
- International education management: developing material and financial resources.

Students who do not take four modules from the list above will be required to study 30 credits from a list of optional modules.

as well as the acquisition of facts and routines, within the five to 19 age group. You will assess different theoretical approaches to learning mathematics in light of the demands of the real classroom, and examine the role of language, technology and problem-solving in learning mathematics.

It addresses national and international developments, issues and research in mathematics education and considers the challenges faced by teachers, teacher educators and advisers/inspectors concerned with the subject.

The core modules studied are:

- Mathematics: curriculum and assessment
- Learning and teaching mathematics
- Trends in research in mathematics
- Critical study.

Optional modules include:

- Introduction to educational research methods and approaches to data collection
- E-learning: principles and practices
- Teaching children with learning difficulties
- Grammar, learning and teaching.

of what ‘learning science’ means. You will investigate a range of state-of-the-art issues in science education – including cognitive, social and situated perspectives – and consider how you can implement such ideas in a real classroom. You will analyse how children’s scientific thinking and understanding develops, allowing you to optimise the way you teach and plan science lessons and assess learning outcomes.

The core modules studied are:

- Science education: teaching and learning
- Science education: curriculum and professional development
- Critical study
- Directed study in education 1: enables students to pursue a topic of professional or personal interest in science education, and writes a concise subject study.

Optional modules include:

- Introduction to educational research methods and approaches to data collection
- Educational leadership and management in the professions
- Assessment in education
- Teaching children with social, emotional and behavioural difficulties.

SCIENCE EDUCATION MA

DURATION
One year full-time or two years part-time.

ENTRY REQUIREMENTS
Applicants will normally be expected to have a degree in a relevant subject. Experience in science teaching or some other related science education activity is desirable but not essential.

IELTS 6.5 with at least 6.0 in all components.

COURSE
This programme examines four major developmental disorders: Hypertension and Developmental Coordination Disorder; Autism; Disruptive Behaviour; and Asperger Syndrome. This programme provides an in-depth understanding of what ‘learning science’ means. You will investigate a range of state-of-the-art issues in science education – including cognitive, social and situated perspectives – and consider how you can implement such ideas in a real classroom. You will analyse how children’s scientific thinking and understanding develops, allowing you to optimise the way you teach and plan science lessons and assess learning outcomes.

The core modules studied are:

- Science education: teaching and learning
- Science education: curriculum and professional development
- Critical study
- Directed study in education 1: enables students to pursue a topic of professional or personal interest in science education, and writes a concise subject study.

Optional modules include:

- Introduction to educational research methods and approaches to data collection
- Educational leadership and management in the professions
- Assessment in education
- Teaching children with social, emotional and behavioural difficulties.

PROVISION FOR CHILDREN WITH DEVELOPMENTAL DISORDERS PGCert

DURATION
One year part-time.

ENTRY REQUIREMENTS
Applicants will normally be expected to have graduate status or relevant health professional qualification plus appropriate experience.

IELTS 6.5 with at least 6.0 in all components.

COURSE
PGCert in Provision for Children with Developmental Disorders is a one year, part-time, evening programme for professionals from education, health, psychology and social services that work with children with developmental disorders. This programme examines four major developmental disorders in children: Dyslexia, Developmental Coordination Disorder, Autism, and Asperger Syndrome.

Disorders of unknown cause, Dyspraxia, Attention Deficit Disorder and Autistic Spectrum Disorder. You will examine the evidence for the nature, diagnosis, assessment and intervention of the disorders, and consider how to provide the best possible support for children with these disorders.

It is informed by expertise and research work in the School of Education, funded by agencies such as the ESRC, Action Research and private and charitable organisations in the UK who work with children showing such disorders.

It gives professionals, parents, and others with the appropriate qualifications, the opportunity to examine the most appropriate evidence for the nature, diagnosis, assessment, and intervention of the disorders.

The core modules studied are:

- Developmental disorders i: dyslexia and developmental coordination disorder
- Developmental disorders ii: attention deficit disorder and autistic spectrum disorder.
SPECIAL EDUCATIONAL NEEDS MA

DURATION
One year full-time or two years part-time

ENTRY REQUIREMENTS
Applicants will normally be expected to have a first degree, qualified teacher status and three years’ of relevant professional experience. IELTS 6.5 with at least 6.0 in all components.

COURSE
MA Special Educational Needs considers the principles, policies and practices in the inclusive education of learners with special educational needs (SEN), and draws upon current legislation, governmental and inspection reports, and both national and international research evidence. The programme addresses special educational needs for both national and international research evidence. It is for experienced language professionals such as teachers, teacher trainers, language school directors, curriculum developers, inspectors, lecturers, and materials writers, wishing to develop an understanding of the theories and practices of English for academic purposes in its various contexts.

The core module is:
- Critical study.

Other modules include:
- Coordinating inclusive provision
- Developmental disorders i: dyslexia and developmental coordination disorder
- Developmental disorders ii: attention deficit disorder and autistic spectrum disorder
- Teaching children with learning difficulties
- Development disorders in the early years.

Those applicants who have completed the National Award for SEN Coordination should contact the School of Education for further information.

Optional modules include:
- E-learning: principles and practices
- Design and evaluation of digital learning environments
- Critical study.
- Investigating language for TESOL
- Language learning and teaching with ICT-online.

TEACHING MA

DURATION
Three years part-time

ENTRY REQUIREMENTS
Successful completion of either a Primary or Secondary PGCE. Secured employment as a teacher at point of registration, and makes direct links to current classroom practice. MA Teaching also provides a pathway to higher-level teacher development. The programme introduces you to a range of classroom research tools and includes structured, school-based learning that allows you to draw from your experiences as a new teacher and to relate these insights to your analysis of current theories and research. The course is designed with the demands on beginner teachers firmly in mind and makes direct links to NQT induction and national priorities for teacher development.

The core modules studied are:
- Noticing and observing for professional practice and learning
- Promoting and assessing learning in the classroom
- Critical study.

TEACHING ENGLISH FOR ACADEMIC PURPOSES MA

DURATION
One year full-time or two years part-time

ENTRY REQUIREMENTS
Applicants will normally be expected to have a relevant first degree and two years’ teaching experience. IELTS 7.0 with at least 6.5 in all components.

COURSE
This specialist programme aims to contribute to the professional development of students who want to acquire an understanding of the teaching and learning of English in specific academic contexts. It is for experienced language professionals such as teachers, teacher trainers, language school directors, curriculum developers, inspectors, lecturers, and materials writers, wishing to develop an understanding of the theories and practices of English for academic purposes in its various contexts.

The core module is:
- Critical study.

Optional modules include:
- Learning and teaching vocabulary
- Materials development for TESOL
- Teacher education for TESOL
- Language learning and teaching with ICT-online.

TECHNOLOGY, EDUCATION AND LEARNING MA OR (DISTANCE LEARNING) MA

DURATION
One year, full-time programme or two-year, part-time online distance learning option

ENTRY REQUIREMENTS
Applicants will normally be expected to have:
- an appropriate first degree
- a minimum of two years’ relevant postgraduate professional experience
- basic technology skills and being able to use computers routinely in their academic work (distance learning option only)
- independent facility in the use of digital technologies with appropriate technical support (distance learning option only)

IELTS 6.5 with at least 6.0 in all components.

COURSE
MA Technology, Education and Learning analyses the relationship between digital technologies and education, and looks at how effective learning can be supported by digital tools. It forms a basis for critical evaluation of research and development in the field and provides opportunities to analyze the practical applications of digital tools in a range of educational settings.
**TESOL MA / MEd**

**DURATION**
- MA/Med one year full-time or two years part-time

**ENTRY REQUIREMENTS**
- Applicants will normally be expected to have a relevant first degree and two years’ teaching experience.
- IELTS 7.0 with at least 6.5 in all components.

**CORE COURSE**
- The programme will give you a more in-depth understanding of current approaches to teaching English to Speakers of Other Languages (TESOL).
- It will provide you with the knowledge and skills needed to develop improved practice, by reviewing current approaches and theoretical concepts and applying these to the development and evaluation of classroom activities, teaching materials and curricula used for TEYL.

**Optional modules include:**
- The practice of supporting language teacher learning
- Teacher education for TESOL
- Learning and teaching vocabulary
- Grammar learning and teaching
- Assessing language learning
- Materials development for TESOL
- Issues in English for academic purposes
- Teaching languages to young learners
- The TESOL curriculum and TESOL change
- Corpora in TESP
- Language learning and teaching with ICT-online.

**Course**
- Students can take this programme from anywhere in China although you will be required to spend most of your time at GDUFS in Guangzhou, China, where the teaching is held. The programme is designed for experienced professionals such as teachers, teacher trainers, language school directors, curriculum developers, researchers, lecturers and materials writers.
- This programme is taught by experienced language education professionals from both China and the UK. Staff from the School of Education at the University of Leeds, and the Faculty of English Language and Culture at Guangdong Foreign Studies University (GDUFS) teach two modules each, and share the teaching of research methods and supervision of the final critical study.
- Core modules studied are:
  - Critical study in TESOL
  - Approaches and contexts in TESOL
  - Introduction to second language acquisition
  - Teaching oral and written skills for TESOL
  - Critical study
  - Language testing.

**Language testing.**

**TESOL (CHINA) MA**

**DURATION**
- One year full-time

**ENTRY REQUIREMENTS**
- First degree or equivalent plus at least two years’ relevant experience. Some management experience is also desirable. Please note, applications for this programme are made directly to the Faculty of English Language and Culture at Guangdong Foreign Studies University (GDUFS)
- IELTS 7.0 with at least 6.5 in all components or GDUFS postgraduate entrance examination.

**Course**
- MA TESOL (China) is a programme for experienced Chinese TESOL professionals. It explores current insights, issues and problems within TESOL, and assesses the theoretical frameworks for the language teaching, teaching and testing processes. You will have the opportunity to examine the procedures and outcomes of different approaches to pedagogy and evaluation in TESOL, and the ability to explore how such issues and frameworks relate to your own professional environment.

**TESOL AND ICT MA**

**DURATION**
- One year full-time or two years part-time

**ENTRY REQUIREMENTS**
- Applicants will normally be expected to have a first degree, a professional qualification, basic ICT skills and at least three years’ relevant experience. Other educational and professional backgrounds may be considered in exceptional circumstances.
- IELTS 7.0 with at least 6.5 in all components.

**Course**
- This specialist programme aims to contribute to the professional development of all those who are using or intend to use Information and Communications Technology (ICT) to facilitate Teaching English to Speakers of Other Languages (TESOL).

**Optional modules include:**
- TEFL practice: classroom discourse, course design or materials writing.
- Critical study
- TEFL practice: classroom discourse, course design or materials writing.
- Critical study
- TEFL practice: classroom discourse, course design or materials writing.

**TEFL practice: classroom discourse, course design or materials writing.**

**TESOL FOR YOUNG LEARNERS MA**

**DURATION**
- One year full-time or two years part-time

**ENTRY REQUIREMENTS**
- Applicants will normally be expected to have a relevant first degree, a professional qualification and two years’ experience.
- IELTS 7.0 with at least 6.5 in all components.

**Course**
- This well-established programme provides teachers with the opportunity to further develop their knowledge of TESOL and to specialise in the Teaching of English to Young Learners (TEYL).
- The programme will give you a more in-depth understanding of how children learn languages, and the most appropriate approaches and methods for teaching children English.
The University of Leeds is one of the UK’s top universities, in the heart of a vibrant and student-friendly city. Established in 1904, the University of Leeds is a member of the prestigious Russell Group, formed by 24 leading research universities. It is acclaimed worldwide for the quality of its teaching and research, and degrees from Leeds are well respected by employers and universities throughout the world.

The award-winning Leeds University Union (LUU) is one of the biggest and best Student Unions in the country. One of the most active in the UK, it has over 250 sports clubs and student societies, from the United Nations Society to the War Horse Players, from Leeds Running and Gaying (RAG) to the Boxing Club; there is something for everyone.

**CITY LIFE**

With over 200,000 students living in the city, Leeds has become a vibrant, thriving and lively place to live and learn – come here and it won’t be long before you’re calling it home.

At the heart of Yorkshire, Leeds is the second largest business, legal and finance sector in the UK and is one of the country’s fastest growing cities. Rich in culture, history, arts and entertainment – it really is the place to be.

Because of the fantastic location, we can enjoy excellent communication and transport links which can take you all over the UK. With London and Edinburgh just two and a half hours by rail, and Leeds Bradford airport providing regular flights to major international destinations, nowhere is ever too far.

One of the UK’s top shopping destinations, Leeds boasts over two miles of traffic-free shopping with over 1,000 shops. Home to the exclusive Victoria Quarter, Harvey Nichols, a new £350m shopping centre and every high-street store you can think of, there is something for everyone.

The city hosts an eclectic mix of entertainment, with music and nightlife to suit all tastes. From street cafes to nightclubs, from stylish bars to award-winning restaurants, it won’t disappoint.

Bursting with culture, Leeds is home to Opera North, The Grand Theatre, the Royal Armouries and a plethora of museums and art galleries – all this in one of the greenest cities in Britain, so close to the Yorkshire Dales. Leeds is also the second largest employment centre in the UK outside of London, which means that there are many opportunities after graduation.

**VISIT US**

Our postgraduate open days are designed to give prospective students and applicants the chance to come along and talk to staff from the School, get more information on what programmes are available, and explore the campus.

These open days usually take place in February and May each year. You are welcome to do this either before or after you have applied.

For the latest information on when these open days are taking place, please contact us or visit the Graduate School website www.essl.leeds.ac.uk/graduate-school.
FEES AND FUNDING

POSTGRADUATE FEES
Information on postgraduate fees for 2015/16 can be found on our website:
www.leeds.ac.uk/info/20021/postgraduate

SCHOLARSHIPS AND BURSARIES

Postgraduate students at Leeds benefit from around £10m of funding being available from the University and externally. Scholarships are available to International, UK and EU students.

UNIVERSITY SCHOLARSHIPS
The University of Leeds offer general scholarships and awards for postgraduate students.

ALUMNI POSTGRADUATE BURSARY
The Alumni Postgraduate Bursary is available to former University of Leeds students. Those who qualify are eligible for a 10 per cent tuition fee bursary. The alumni bursary can be awarded in conjunction with other University of Leeds scholarships and awards as the 10% bursary is calculated based on the net fee remaining.

For more information about the Alumni Postgraduate Bursary, please visit www.leeds.ac.uk/info/20021/postgraduate/1923/alumni_bursary

ESRC SCHOLARSHIPS
We are part of the ESRC-funded White Rose Doctoral Training Centre (DTC). The DTC offers studentships across the White Rose Universities, including themed studentship Networks, and a range of available ESRC scholarships at Leeds.

To find out more about ESRC scholarships that may be available, please visit www.education.leeds.ac.uk/postgraduates/research-postgraduates/scholarships-and-bursaries

SCHOOL SCHOLARSHIPS
The School of Education are offering one study scholarship worth £5,500 to a UK/EU student and one study scholarship worth the same amount to an international student. To fulfil the criteria students must be commencing a full-time postgraduate taught programme in 2015/16. This scholarship is awarded on the strength of the student’s application for the programme.

For more information about any of the scholarships listed above please visit our website: http://www.education.leeds.ac.uk/postgraduates/taught-postgraduates/scholarships-bursaries

For more information about the variety of scholarships and bursaries the University provides visit http://scholarships.leeds.ac.uk
HOW TO APPLY

POSTGRADUATE RESEARCH

Entry requirements:
- You should be a graduate (preferably with an upper second class degree or above) of an approved university or equivalent institution.
- Most research degree students will have already completed a Masters degree and have substantial experience working in education; a minimum of three years experience is normally required for the EdD.
- All international students are required to provide proof of proficiency in English. The English language requirements are:
  - IELTS 6.5 with no grade below 6
  - TOEFL iBT 94

PREPARING YOUR APPLICATION

You should apply on a University of Leeds application form. Additionally, the School of Education requires that you include a separate research proposal with the application. The application form and detailed guidance on preparing the research proposal can be found at: www.education.leeds.ac.uk/postgraduates/research-postgraduates/how-to-apply/

CLOSING DATE

There is no fixed closing date for applications. We advise that you do not wait to apply until you have secured funding; the application process can take some time and some funding may depend on you having been offered a place.

POSTGRADUATE TAUGHT

The quickest and most efficient way to apply for one of our postgraduate programmes is to apply online at www.leeds.ac.uk/info/20022/postgraduate_taught/81/

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THE COURSE WAS EXTREMELY ENJOYABLE AND REALLY APPROPRIATE TO MY CURRENT TEACHING ROLE. STUDY DAYS WERE WELL DESIGNED TO ENCOURAGE INCLUSIVITY AND PARTICIPATION, ALLOWING YOU THE OPPORTUNITY TO INTERACT WITH PEERS FROM OTHER MEDICAL PROFESSIONALS.

Richard Hartley
MEd Clinical Education


Rumana Hossain
MA TESOL

EVERY MODULE I HAVE STUDIED HAS HAD A TREMENDOUS IMPACT ON MY KNOWLEDGE, ATTITUDE CONFIDENCE AND PRACTICE. I HAVE BECOME MORE AWARE OR RATHER CRITICAL OF MANY ISSUES RELATING TO THE PROVISION OF MATHEMATICS EDUCATION IN OUR SCHOOLS.

Innocent Tasara
MA Mathematics Education

THE SCHOOL OF EDUCATION HAS BEEN INCREDIBLY SUPPORTIVE AND THERE IS A GREAT INTERNATIONAL COMMUNITY. THE LEVEL OF INTERACTION BETWEEN TUTORS AND COLLEAGUES IN SEMINARS WAS ONE OF THE MOST ENJOYABLE ASPECTS OF MY EXPERIENCE.

Polyxeni Apostolidou
MA Special Needs Education
For current information on our programmes and entry requirements please visit our website

www.education.leeds.ac.uk

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